TTL 2 MODULE 3

Steps in Developing Your Learning Plan

In this step, you will be mapping the content of your learning plan using the template provided below. The template parts were considered as these are essential in developing a learning plan and are based on the principles of ICT-pedagogy integration principles. Remember that this is the starting point of your major requirement in this course and you will be modifying it as the succeeding activities in the succeeding modules are discussed and developed.

STEP 1- **The Learning Area of the Learning Plan**

Identify the learning are in language education that your plan will cover. What year level and what grading period?

STEP 2- **The specific coverage of the Learning Plan**

Identify the topics which your teaching will cover. Give a brief description of the main concepts that must be learned by your students during this lesson.

STEP 3- **K to 12 standards and Competencies**

Identify the Basic Education Competencies, with content and performance standards, that are targeted by your plan. This will ensure that the students meet important curriculum standards and goals.

STEP 4- **The Learning plan Summary**

Briefly describe the topics, key activities, students products, and possible role that students assume in a project scenario.

STEP 5- **The Learning Objects or Learning Outcomes of the Learning Plan**

Based on the standards and competencies identified by DepEd for the Learning Plan Topic, list the general objectives that focus on your learning concepts.

EXAMPLE AND PARTS OF MAKING A SEMI-DETAILED 4A's LESSON PLAN

Note: The link for k-12 Curriculum Guide for Grade 7-10 is provided below.

DLP: 01	Learning Areas: P.E	GRADE LEVEL: 7	3rd Quarter	DATE FEBRUARY 24 2025

A. Content Standards:	The learners demonstrates understanding of guidelines and princi in exercise program design to achieve personal fitness.
B. Performance Standards	The learner modifies the individualized exercise program to achiev personal fitness
C. Learning Competencies	The learner describes the nature and background of the of the dan PE7RD-IIId-1 (Execute the skills involved in the dance)
I. Objectives	At the end of the lesson, the students should be able to: a. Identify locomotor and non-locomotor movements b. Demonstrate locomotor and non-locomotor movements throu performance arts c. Participate in worthwhile activities to enhance sense of belongingness in a group through differentiated activities
II. Subject Matter:	**Locomotor and Non-Locomotor Movement**
III. Reference IV. Materials	P.E and Health learner's material Grade 7. MELC. Power Point Presentation.
V. Procedure	**A.** Preliminary Activities 1. Prayer 2. Greeting the class 3. Checking of attendance 4. Classroom Rules • Keep quite when the teacher is talking. • Keep all your gadgets while the teacher is discussing. • Raise your right hand if you want to answer. 5. Assignments 6. Review • What was our lesson yesterday? • Who can give a recap? **Motivation- "Dance with Me"** **Instruction:** The students will perform the warm up exercise lea by the teacher. (2-3 minutes) Guide Questions How do you feel while doing the exercise?

	Vocabulary **Convert-** to change something from one form to another form Filipino “Palitan” and in Cebuano “Ilisdan”
A1. ACTIVITY 2

N	**Pagpapakatao- Naipapamalas ng mag-aaral and pag unawa talento at kakayahan) EspP7PS-lc-2.1** **Instruction: Each group will have an assigned task to do.** **Group 1- Create and perform a simple dance step applying locomotor and non-locomotor movements (at least 2-3mins** **Group 2- Compose a jingle with lyrics using locomotor and non-locomotor movement (chorus only).** **Group 3- Draw and apply different colors to three locomoto and three non-locomotor movements. Label each movemen**
V.VALUING	The teacher will ask the following reflective questions. 1. Do you think the locomotor and non-locomotor are useful in you daily lives? In what worthwhile activities? 2. As a student how can you achieve an active and healthy lifestyl
VI.	**QUIZ (MULTIPLE CHOICE)**

ASSESSMENT	Instruction: Identify each movement. Write Locomotor or Non-Locomotor Movement. Write your answer on 1/4 sheet of paper.
VII. AGREEMENT	Make a short video clips or tiktok video with one or more member your family performing 3 locomotor and non-locomotor movemer 3mins. Submit on Friday.

https://depedangelescity.com/files/TLE/CG/ ict__illustration_curriculum_guides_for_grades_7_to_10.pdf

Basic Instructional Design in Preparing Presentations

1. **Setting Up the Presentation Class** - It is not enough to simply tell students to go and do a presentation. Students have to be taught the skills involved in giving a presentation. This can include such things as when to use eye contact, how to organize a presentation, how to connect with an audience, how to use body language and manage time, and how to construct an effective PowerPoint presentation. Since oral presentations involve multiple communication and language skills, it is important to focus on the specific presentation skills that are needed to present in front of others. These included things like voice projection, eye contact and the use of gestures.

2. **Organization of the Presentation** - Proper organization of information is one of the most important competencies that must be developed among

students. Hence, before beginning to work on developing presentation, it is important to understand the genre of oral presentation.

There is a need to learn how to separate the presentation into meaningful sections and present each section separately to reduce the cognitive work that is required in the presentation.

3. **Presentation Skills** - Its developing oral presentation is very important to consider in developing oral presentations to spend time to consider the macro and micro skills that are needed. These micro level skills include the genre specific language items, such as the vocabulary and grammar that students need to be successful in oral presentation. These items are important to the students for two reasons. First of all, they allow students to be successful when they are presenting in the class. Secondly, the language and grammar that students learn in the course of giving a presentation will be useful for them in other situations that involve spoken English. (Thornbury, 2005).

4. **Use of Visual Aids** - Visual aids are an important part of oral presentations because they provide support for both the speakers and listeners during the presentation. Visual aids can be used to give more details about the topic, help the audience members to understand what is being said, and act as a concrete reminder of the message for both the audience and the presenter. The type of visual aid used can vary depending on the topic of the presentation. Visual aids help cater to different learning styles and some of the students who are not savvy at paper written presentations are motivated at using presentation software applications. In language learning, it helps students who are comparatively weaker at acquiring a language to be motivated to participate in the presentation and become valuable members of their groups, which helped to facilitate a more positive group dynamics.

5. **Performing Self-Reflections** - The final stage of each oral presentation involves students writing a self-reflection of their presentation. Through this activity, writing skills are further enhanced together with the abilit of the students to do self-reflection.